



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## EDUCATIONAL NEWS AND EDITORIAL COMMENT

---

### NORTH CENTRAL ASSOCIATION

The North Central Association of Colleges and Secondary Schools held its regular annual meeting at the La Salle Hotel in Chicago from March 18 to March 21. This Association holds its general sessions following the meeting of the Inspectors of High Schools and the meeting of the Commission. The Inspectors meet in executive session and prepare the list of approved high schools for the Association. They also point out from year to year changes needed in the rules of accrediting. This year they called attention to the desirability of redefining the units used by the Association, and they also recommended a very material modification of the blank which was used this year for high-school reports.

The Commission held its meetings on Thursday afternoon and evening. This body passes upon the report of the Inspectors and also prepares an approved list of colleges. The list of colleges approved for the ensuing year included several new institutions and dropped a number of institutions that were on the list last year. More significant, however, than the preparing of the list for this year was the adoption of a plan for the coming year under which all institutions giving instruction to high-school graduates shall be listed with reference to their actual equipment and work. In other words, instead of deciding whether an institution conforms to certain standards set up beforehand, the effort will be made next year to define each institution in terms of its own organization and to report the complete finding with regard to each institution to the Commission. The Commission also recommended to the Association co-operation with the Bureau of Education in this important matter of discussing the possible classification of colleges.

The general meetings of the Association were held on Friday and Saturday. At these general meetings the work of the Inspectors and the Commission was finally passed upon, and certain independent discussions were undertaken.

In his presidential address Professor Scott criticized severely the present effort to measure educational activities. He defended the thesis that there are many spiritual values which cannot be quantitatively estimated. Following the president's address a committee of high-school men reported the experiments of many schools in working out

a program of extension of the high school downward through the adoption of the junior college plan and upward through the development of advanced courses covering the ground now commonly covered in the first two years of college. The committee recommended a vigorous campaign of study and propaganda along this line. The committee was continued and the matter is to be carried forward during the coming year.

The second problem with which the Association dealt at the general meeting was the problem of admitting conditioned students to college. The whole matter was canvassed by various college officers. It was pointed out that special students who are admitted because of their maturity and interest in gaining a mastery of particular subjects are to be sharply distinguished from students who on account of immaturity and poor preparation cannot satisfy entrance conditions. The discussion resulted in a change in one of the college standards so as to make it evident that the Association is not in favor of admission of conditioned students who have less than fourteen of the units which the Association regards as essential in a complete high-school program.

Another report was received from a committee which was appointed to consider the high-school units as accepted by the redefinition of the Association. The significant recommendation of this committee was that there should be a distinction between advanced high-school work and work given in the earlier years of the high-school course. Such a distinction as this would make it impossible for a student to take as the chief elements of his course mere elementary work.

The morning session on Saturday was devoted to a discussion of moral education in the high school.

The significance of this Association in bringing colleges and secondary schools into close co-operation can hardly be overestimated. The standards of the Association affect about one-half of the high-school population of the United States. It is gratifying to note the evidences of flexibility in the redefinition and administration of these standards and to observe the freedom with which both the high-school and the college points of view are represented in all the discussions.

C. H. J.

---

#### THE LONGER DAY FOR SUPERVISED STUDY

The Massachusetts High-School Masters' Club unanimously approved the report of a committee, Frederick W. Plummer, of Fall River, chairman, based upon a recommendation of the Barnard Club

of Boston, the intent of which is to improve the quality of work in the high school. This recommendation is as follows:

That the school day be lengthened to six hours, either in two sessions or in one with a half-hour interval for lunch, depending on the conditions in the community. That the periods be substantially one hour in length and that they consist of study and teaching largely, with less stress laid on the recitation. That the teacher use part of the period in teaching pupils how to study on the ground that they need much more help in this primary occupation of the intellectual life than they do in the much less important act of reciting. That they use another part in individual instruction for those who need it.

Mr. Plummer's committee reports that it is advisable to supplement the kind of supervised study indicated above by home study, especially in the last two years of the high-school course:

This method of supervised study needs to be supplemented by home study, especially during the third and fourth years and for those pupils who are preparing for college. While your committee admits the great need of teaching pupils how to study and of reducing the evils of the recitation, it also sees the need of more independent work, especially in the upper grades of the high school, without which there can be no true scholarship. The committee therefore recommends that for the last two years more time be taken for the recitation, and that home work be assigned.

As an alternative for schools that cannot adopt the longer day the committee recommends a plan which is already in use in St. Paul and in other western cities:

It is possible to obtain the services of one or two high-grade teachers to conduct afternoon study periods for the benefit of pupils in the first and second years of the high school. Only those pupils whose marks fall below passing need this extra supervision. They should be required to come back for this purpose and can be excused from the requirement just as soon as their work shows sufficient improvement.

---

#### TEACHERS SHARE IN SCHOOL MANAGEMENT

William McAndrew, principal of the Washington Irving High School, New York City, on p. 315 of this issue, sets forth the reasons for allowing teachers to have a large part in the management of a school. The Teachers' League of New York has announced an invitation to all teachers and principals of the city to take steps toward organizing "Teacher Councils." Such councils are now in operation in several public schools; also in the De Witt Clinton High School, Manhattan;

the Boys' High School, Brooklyn; and in Jamaica High School, Queens. Teachers and principals in these schools speak favorably of the work of the councils.

In urging the further adoption of the plan, the Teachers' League offers the following suggestions:

#### I. ORGANIZATION OF THE COUNCIL

The members of the Council should be elected by the teachers of the school. The number of members might vary from four to nine. In order to increase the efficiency of the Council, co-operating committees including a considerable number of teachers might be appointed by the Council. Members should be elected for terms of one year, but they should not be eligible to election for more than two consecutive terms. Schools might introduce the principle of the recall.

#### II. WORK OF THE COUNCIL

The teachers and the principal should offer to the Council suggestions calling attention to the problems characteristic of the particular school. The Council should itself or through its co-operating committees study these problems and others discovered by its own efforts and make recommendations for consideration and decision by the teachers and the principal. Some of these problems might develop out of the need of adaptive courses of study or of better methods of teaching or out of the need of definite knowledge of the amount and kind of work teachers can do well under the conditions prevailing in the school; some problems might arise out of the need of determining what pupils can do with given mental and physical equipment, and under the conditions of their surroundings.

#### III. VALUE OF THE COUNCIL

The participation of teachers in the management of the school will tend to convert red tape into co-operation. It will inevitably awaken a professional attitude toward teachers. It will develop the spirit of democracy in the school. It will increase the teacher's self-respect, and will result in stimulating teachers to take greater interest in their work.

---

#### LIMITING THE NUMBER OF STUDENTS

The *Nation* makes the following comment upon the systematic study of college efficiency recently made by Oberlin:

For the college to render its full service to society it must contemplate a limitation of the numbers in its main or academic department. The growth of Oberlin has been from 405 students in 1900, through 977 in 1910, to slightly more than 1,000 today. Notwithstanding a doubling of the re-

sources of the institution, this growth has prevented the average size of classes from falling below 26.5—manifestly too large; it has decreased the proportion of full professors to students from one to 27 in 1900 to one to 44.4 in 1910; it has resulted in a deterioration of faculty supervision of student life and work; and it has made inadequacies in equipment more painfully apparent. “Whether the enlargement . . . of the quantity of the service rendered, in view of the quality, has been an unmixed blessing,” the report concludes, is very seriously to be questioned. The significance of the recommended restriction is in its novelty; of 35 institutions of a status similar to Oberlin’s, only two—and they women’s colleges—could report a limitation. The position of many or all, as regards endowment, may be more fortunate, and one wonders if several would not arrive at the same decision as Oberlin if they should conduct an investigation of the same character and thoroughness.

---

### EXAMINATIONS

Mrs. Jane Pollock Anderson of the Kenilworth (Illinois) High School, in a paper read before the Central Association of Science and Mathematics Teachers, expresses the hope that the final examination will “die out, with other useless antiquities.” Mrs. Anderson asks several questions and propounds answers for each.

1. Is the examination to find out where the teacher has been lacking? If so, it is unjust that the pupil should receive the mark that belongs to the teacher.

2. Is the examination to compel the pupils to make a thorough review? This can be done more effectively by taking a definite section of the review each day for the last week.

3. Is it to determine how well the pupil can control himself, how well he can write when pressed for time? This demands that the teacher know what the pupil knows before he takes the test.

4. Is the object to give questions we are certain the pupils know? Is it to give questions we are certain they do not know? Is it our purpose to find out exactly what they do know? For all this information, a good teacher who has associated with her pupils for four or for eight months ought not to be compelled to depend upon the result of final examination.

Underlying all these questions, there seems to be the unwarranted assumption that credit is to be determined solely by means of a final examination. Very rarely is this the case. The ordinary consideration is one-half upon the pupils’ daily work, and one-half upon various tests scattered throughout the term, together with a final examination. The final examination often receives far less than this proportion of weight in determining the final mark. Moreover, it is quite possible

that a skilful teacher, who understands thoroughly the various individuals in her class, may vary the amount of weight she gives certain portions of her record. At any rate, it is quite unfair to decry the merits of the final examination, entirely ignoring the fact that it is, when rightly used, only a supplementary method of estimating credit.

It is idle to think of an examination as an activity wholly distinct from all the other activities of a course. Rather is it to be considered merely the final step in the term's work, the climax of the review week, the culmination of the course itself. Fortunately or unfortunately, most people are so constituted that some definite culminating task ahead makes easier the preparation for that task. To say to a class, "We shall have a thorough review, with no bugaboo of an examination at the end" is likely to produce very unsatisfactory results. To say to them, "We shall attempt to round out the work of the term in our review; each day's work is a part of the examination, and the test on Friday merely completes the review," is placing the examination in the right perspective.

In point here is a report made by the committee of the High-School Masters' Club of Massachusetts concerning the proper basis for determining promotion credit. The report says:

Promotions should be by subjects and based upon the teacher's estimate of a pupil's knowledge of the subject. This estimate should be the result of daily work, informal "tests," and formal examinations with no fixed or relative weight given to each. We believe it unsafe to base this estimate upon daily work alone, for some pupils who talk easily and freely may appear to have more knowledge of a subject than they actually possess. Informal "tests," whether written or oral, to be of the greatest value to the teacher in determining a pupil's knowledge of the subject, should be given without warning. Formal examinations, whether monthly, term, or semiannual, to be of greatest value should be at least  $1\frac{1}{2}$  hours in length. The unreliability of these examinations alone as a basis of promotion is well known to all teachers.

It is said that the examination makes it possible for an incompetent teacher to do injustice to her pupils. This argument has little merit. An incompetent teacher is likely to be unjust in any method of marking. If she considers only the daily recitations, she is far more likely to form an erroneous estimate than she is if she supplements such judgments by the result of a formal and final test. Error can be reduced to a minimum by multiplying methods of estimating a pupil's work. Especially is this true in science and mathematics; answers to examination problems in these subjects are either right or wrong in method and in result. The teacher's liability to error in marking these papers is not great.

Finally, is the purpose of an examination to see how well the pupil can conduct himself in a crisis? To be sure it is. Knowledge is of little value in itself. Working knowledge, power, is the desired end of most instruction. How much information has one at his disposal? how readily can he use that information? how easily can he apply it to a new and untried situation? these are the real tests of the educative process. School crises, called examinations, lay upon pupils the necessity of organizing their powers for successful behavior in emergencies. In this way the examinations come very near paralleling many of the crises of life for which pupils are being prepared. It is important to meet and solve little crises of daily life. Daily recitations and incidental tests parallel such daily crises. The final examination, the culminating step of the formal review, may be looked upon as a large crisis. A worker of high grade must be prepared to meet both kinds of crises. In individual cases of extreme need, the teacher giving an examination can find various means of tempering justice with mercy.

---

#### MOTION PICTURES IN THE SCHOOLS

The California State Board of Education has approved a plan to put a motion-picture apparatus in every schoolhouse, "particularly in every country schoolhouse," in the state. The state will also supply to all schools films selected and distributed by the Board of Education. Provisional measures for the incorporation of a school savings-bank system have also received the unanimous indorsement of the Board.

---

#### SYSTEMATIZING TEACHERS' INTERVIEWS

A part of the regular work of every teacher is to interview privately pupils who are in difficulty with their courses. Some teachers do this "outside" work systematically; some do it very little. If it is to be done at all it should be systematized. The following plan is in operation at the Liggett School in Detroit:

##### DIRECTIONS FOR USE OF INTERVIEW SLIPS

1. They must be placed on the desk before 8:30 of the day on which they are to be used. As a definite time is set aside for verifying and classifying these slips, irregular returns are very time-consuming and hence annoying.
2. In asking for afternoon interviews please confine your requests to the afternoon assigned to your department, unless a special arrangement is made with the Principal.



3. Key for checking off purpose of interview on the card:
  - A. To make up work lost through absence.
  - B. To make up an unprepared lesson.
  - C. To help in preparation of notebook.
  - D. To help on advance work.
  - E. To discuss general quality of work.
  - F. To discuss form of work.
  - G. To correct mistakes in recent lesson.
  - H. To explain points not understood.

Please indicate briefly the general topic.

  - I. Any purpose not included in this list.
4. The slips will be returned for a second use if not canceled for the day they are handed in.
5. Please do not ask for interviews at the last period on Friday.

### INTERVIEW SLIP

Name	Grade	Hour
Teacher	Date	
Purpose of Interview		
Check <b>A B C D E F G H I</b>		
Remarks:		

Interview: { satisfactory  
unsatisfactory \_\_\_\_\_

Teacher

When such slips are filed in the principal's office they show with perfect clearness what various teachers are doing. They show also what pupils are receiving undue attention and what pupils are most troublesome. In short, these slips make systematic and productive a type of activity which when unsystematized is likely to be irritating to all parties concerned and ineffective because irregular.

C. H. J.